

ImpactTN: Introductory Session One

Train-the-Trainer Guide

July, 2017

TABLE OF CONTENTS

INTRODUCTION TO GUIDE **4-5**

1. IMPACTTN
2. PURPOSE OF GUIDE
3. OVERVIEW OF GUIDE

KEY PRINCIPLES OF ADULT LEARNING TO REMEMBER **6-7**

HIGH-QUALITY PROFESSIONAL DEVELOPMENT TRAINING INDICATORS **8**

OVERVIEW OF SESSIONS **9**

1. IMPACTTN: INTRODUCTORY SESSION
2. IMPACTTN: USING AND ANALYZING IMPACTTN DATA
3. IMPACTTN: GOAL PLANNING AND MONITORING USING IMPACTTN DATA

FACILITATOR/TRAINER'S ROLE AND RESPONSIBILITIES **10-11**

1. PREPARATION FOR EACH SESSION
2. SCHEDULING
3. LOCATION AND FACILITY REQUIREMENTS
4. EQUIPMENT NEEDED
5. GENERAL MATERIALS NEEDED
6. SPECIFIC MATERIALS NEEDED

IMPACTTN: INTRODUCTORY SESSION **12-16**

AGENDA (SCHEDULE OF TOPICS AND TIMES)

INTRODUCTION

1. WELCOME INTRODUCTIONS OF FACILITATOR AND PARTICIPANTS
2. EXPLAIN PURPOSE AND OBJECTIVES OF TRAINING SESSION
3. REVIEW AGENDA
4. OPENING BACKGROUND ACTIVITY: PARTICIPANTS CURRENT ACCESS TO DATA
5. GENERAL OVERVIEW AND INTRODUCTION TO IMPACTTN

FACILITATOR DEMONSTRATIONS **17**

1. FACILITATOR DEMONSTRATION OF ACCESSING IMPACTTN
2. FACILITATOR DEMONSTRATION OF NAVIGATING IMPACTTN
3. FACILITATOR DEMONSTRATION OF IMPACTTN FEATURES/TOOLS

PARTICIPANT ENGAGEMENTS **18**

1. ACCESS IMPACTTN
2. NAVIGATING IMPACTTN
3. PRACTICE EXERCISES

ADDITIONAL PARTICIPANT ENGAGEMENT ACTIVITIES **19**

REFLECTION AND EVALUATION **20**

MASTERY **21-22**

1. FOLLOW-UP APPLICATION ACTIVITIES FOR PARTICIPANTS TO ACCESS AND NAVIGATE IMPACTTN
2. OPPORTUNITIES FOR CONTINUED LEARNING
3. IMPACTTN TRAINING EVALUATION FORM

SAMPLE AGENDA FOR FULL DAY **23**

REFERENCES **24**

IMPACTTN

At the start of the 2015-16 school year, Tennessee Department of Education in *Tennessee Succeeds* laid out goals for Tennessee's students and what it will take to reach them. The four big goals for our students include:

1. Tennessee will rank in the top half of states on the National Assessment of Educational Progress (NAEP) by 2019.
2. Seventy-five percent of Tennessee third graders will be proficient in reading by 2025.
3. The average ACT composite score in Tennessee will be a 21 by 2020.
4. The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma or degree.

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Introduction to Guide

ImpactTN

ImpactTN is a web-based data visualization tool or a data dashboard that displays a summary of student data from a district's student information system and other state sources. A dashboard can be thought of as an executive summary (like a car dashboard) showing the current status of a student, school, and/or district on key performance indicators (e.g., attendance, discipline, grades, and performance on state standardized assessments).

The purpose of ImpactTN aligns with the 2015 Tennessee Department of Education's strategic plan, *Tennessee Succeeds*, to provide districts with the tools and autonomy they need to make the best decisions for students.

ImpactTN includes the following main sections:

- o The district information includes: contact information, district characteristics, school list, and student demographics.
- o School information includes: contact information, student demographics, students by grades, and staff and teacher lists.
- o The Academic Dashboard includes: student attendance and discipline incidents, state standardized assessments (TCAP and EOCs), and grades and credits.
- o Goal Planning includes goals for student attendance and discipline, state assessments, and grades and credits.

Purpose of Guide

This guide was written to provide additional support as you redeliver the content. Additional materials to use with this guide will be provided. Materials will include Frequently Asked Questions, Glossary of ImpactTN, a Teacher Manual, and Train the Trainer PowerPoint

The purpose of this guide is to provide a resource to districts and schools as they train personnel on ImpactTN. The guide is a self-contained package providing the information, guidance, and materials needed for a facilitator to train district and school personnel on ImpactTN.

Overview of Guide

This guide provides information that a district facilitator/trainer will need to introduce teachers to ImpactTN (Introductory Session). It includes a brief summary of adult learning principals and indicators of high-quality professional development that facilitators/trainers need to be aware of. It highlights the roles and responsibility of a facilitator/trainer and how to prepare for the session. It includes a sample agenda, identifies materials to be copied, directions for suggested activities, and an evaluation form to use.

Key Principles of Adult Learning to Remember

Understanding and being sensitive to the unique characteristics of adult learners will help increase the effectiveness of the training session. This guide uses an approach based on the Participatory Adult Learning Strategy (PALS) which is research-based (Dunst & Trivette, 2009) and the research-indicators for professional development identified by the Center for Research on Learning (Noonan, et.al., 2015). The key principles include:

Adults learn best when new knowledge is built on prior knowledge.

Adult learners have a unique background of knowledge and learning so they are motivated to learn if the learning builds on what they know and involves them in sharing what they know. Adult learners come to training with a wide range of previous experiences, knowledge, self-direction, interests and competencies which must be accommodated in training (Speck, 1996).

So:

- Learning objectives and activities need to be connected to current knowledge and use of data by adult learners.
- Encourage participants to share examples of data use from their own experiences.

Adults learn best when what is being learned is immediately relevant and useful to them.

Adult learners must be able to see the personal benefits of what they are learning and how it satisfies needs they have. Adults will commit to learning when the objectives are considered realistic and important to them (Speck, 1996). They are motivated to learn if the learning solves or avoids problems for them.

So:

- Find out what participants know about using data and what they would like to know about ImpactTN.
- Tell and show the participants how ImpactTN will help them and be useful to them.
- Provide examples of use and application of ImpactTN before providing participants exercises.

Adults learn best through actively participating and practicing what they are learning.

Adult learners are self-directed and motivated to learn if they can have some independence in the learning process. Professional development needs to give adults some control over the what, who, how, why, when, and where of their learning (Speck, 1996).

So:

- First present the most important ideas and uses of ImpactTN before getting into the more complicated uses.
- Offer different activities/exercises to participants depending on their roles, what they want to learn about ImpactTN, and their use of data. Provide feedback and guidance during the exercises.
- Use small group problem-solving exercises to emphasize how the ImpactTN can be applied in a practical setting.

Adults learn and remember best when what they are learning is practiced in context and real time.

Adults are busy, practical and learn by doing. Adults need direct, concrete experiences in which they apply the learning to real work. They learn best when there is an immediate application for the learning and they can practice new skills.

So:

- The training needs to include time to learn and experiment and time to practice before applying new skills.
- Anticipate problems when participants are using ImpactTN for the first time and be prepared to offer strategies to overcome problems. Be prepared for some participants to express confusion, biases, and/or different opinions.

Adults learn and remember best when they receive feedback and reflect on their learning and performance.

Adults need to receive feedback on how they are doing and the results of their efforts (Speck, 1996). Opportunities must be built into professional development activities that allow the learner to practice the learning and receive structured, helpful feedback (Speck, 1996).

So:

- Have participants reflect on what they have learned about ImpactTN, what they need to practice, and what would be the next steps in their learning.
- Provide immediate and relevant feedback to participants to reinforce the new learning.

High-Quality Professional Development Training Indicators

The professional development sessions included in this guide are organized and follow the research-indicators for professional development identified by the Center for Research on Learning (Noonan, et.al., 2015) which includes adult learning principals. The indicators are identified as follows for the professional development provider:

Preparation

1. Provides a description of training with learning objectives prior to training
2. Provides readings, activities, and/or questions in accessible formats to think about prior to the training
3. Provides an agenda before or at the beginning of the training
4. Quickly establishes or builds on previously established rapport with participants

Introduction

5. Connects the topic to participants' context
6. Includes the empirical research foundations of the content
7. Content builds on or relates to participants' previous professional development
8. Aligns with organizational standards or goals
9. Emphasizes impact of content (e.g., student achievement)
10. Builds shared vocabulary required to implement and sustain the practice
11. Provides examples of the content/practice in use (e.g., case study vignette)
12. Illustrates the applicability of the material, knowledge or practice to the participants' context

Engagement

13. Includes opportunities for participants to practice and/or rehearse new skills
14. Includes opportunities for participants to express personal perspectives (e.g. experiences, thoughts on concept)
15. Facilitates opportunities for participants to interact with each other related to training content
16. Adheres to agenda and time constraints

Evaluation/Reflection

17. Includes opportunities for participants to reflect on learning
18. Includes specific indicators – related to the knowledge, material, or skills provided by the training that would indicate a successful transfer to practice
19. Engages participants in assessment of their acquisition of knowledge and skills

Mastery

20. Details follow-up activities that require participants to apply their learning
21. Offers opportunities for continued learning through technical assistance and/or resources.

Overview of Sessions

This guide provides information on how to prepare and facilitate three sessions:

1. **ImpactTN: Introductory Session**

The purpose of the introductory session is to increase the awareness of Tennessee educators of ImpactTN, including its purposes, organization, how to access and navigate it, and how to use its features and tools.

2. **ImpactTN: Using and Analyzing ImpactTN Data**

The purpose of this session is to provide an overview of how ImpactTN data can be used and analyzed by Tennessee educators. The session will cover what data is included in ImpactTN, potential uses of the data, and how to use and analyze the data. It is assumed that participants have completed the introductory session.

3. **ImpactTN: Goal Planning and Monitoring Using ImpactTN**

The purpose of this session is to assist Tennessee educators in learning how to use ImpactTN in planning, setting, and monitoring performance goals at the district, school, teacher, and/or student levels.

Facilitator/Trainer's Role and Responsibilities

A facilitator/trainer is expected to:

- Review the guide and be prepared before a training session;
- Provide the training based on the provided materials in this guide;
- Encourage active dialogue during training;
- Promote a positive view of ImpactTN;
- Ensure that each participant has completed an evaluation form at the end of the training.

A facilitator/trainer is not expected to:

- Generate their own materials
- Fix login or access issues – but direct users to appropriate support

Preparation for Each Session

This section provides an overview of what logistics need to be considered in planning and preparing for the training. The section includes information on schedule for training, location and facility requirements, materials needed, etc.

Scheduling

In scheduling training sessions, consider the following factors:

- Availability of trainer and/or facilitator
- Availability of training space
- Availability of equipment
- Access to training equipment and locations

Location and Facility Requirements

- Tables and chairs and seating diagram
- Location of screen and projection table

Equipment Needed

- Laptop computers
- Projector and screen
- Access to Internet
- Tech support
- Ensure everyone has access to a PC or tablet with good internet connectivity
- Check computers and internet access and log in to ImpactTN **prior** to the training

General Materials Needed

- Sign-in sheets
- Flip charts/easels with poster paper
- Magic markers
- Sticky notes

Specific Materials Needed

- Identified for each session and should be printed prior to the training

Note: See page 22 for an example of an agenda for a full day's session. This can be modified to meet the needs of your audience.

ImpactTN: Introductory Session

Agenda (Schedule of topics and times)

- | | |
|---|--|
| <ul style="list-style-type: none"> □ Introduction <ul style="list-style-type: none"> o Welcome and introductions of facilitator and participants o Explain Purpose and Objectives of Training Session o Review Norms o Review agenda o Opening participant background activity: Current access to data o General Overview of ImpactTN □ Facilitator Demonstration <ul style="list-style-type: none"> o Demonstration: Accessing and Logging into Impact TN o Demonstration: Navigating ImpactTN o Demonstration of ImpactTN Features/Tools o Summary of ImpactTN □ Participant Engagement Activities <ul style="list-style-type: none"> o Participant Engagement: Accessing ImpactTN o Participant Engagement: Navigating Exercises o Participant Engagement: Features/Tools Exercises □ Reflection and Evaluation <ul style="list-style-type: none"> o Summary Activities & Reflection o Next Sessions o Evaluation Form □ Mastery <ul style="list-style-type: none"> o Follow-up application activities for participants to access and use Impact TN o Opportunities for continued learning | <p>40 Minutes</p> <p>1 hour 55 Minutes</p> <p>35 Minutes</p> <p>15 Minutes</p> |
|---|--|

Specific Materials Needed to be Copied and Distributed

- Copy of PowerPoint Slides in notes format
- Participant Engagement Activity Exercise Instructions
- ImpactTN Frequently Asked Questions
- ImpactTN Glossary
- Evaluation forms

Introduction

Welcome and introductions of facilitator and participants

Explain Purpose and Objectives of Training Session

Purpose: The purpose of this introductory session is to increase the awareness of Tennessee educators of ImpactTN, including its purposes, how it is organized, how to access and navigate it, and how to use its features and tools.

Objectives: By the end of this session, participants will:

- ☐ Understand the purposes of ImpactTN
- ☐ Gain a working awareness of how ImpactTN is organized
- ☐ Learn how to access and navigate ImpactTN and use its features and tools
- ☐ Identify potential ways they can use ImpactTN moving forward

Review Norms/Ground rules for the Training Session

Facilitator with the participants identifies and/or reviews norms and ground rules for the training session.

Examples of potential norms/ground rules include:

- ☐ Cell phones on vibration
- ☐ Ask questions when you have them
- ☐ Keep an open mind
- ☐ Listen respectfully to opinions and ideas of others

Review Agenda

Review the major agenda items and time frames.

Review any site logistics, e.g., where bathrooms are located.

Introduction Cont'd

Opening Background Activity: Participants Current Access to Data

Purpose: To connect ImpactTN to participants' context and background knowledge, ask participants a general question about when and how they access and use the following types of data:

- Student demographics including school and district levels
- Student attendance and discipline
- State standardized assessments
- Grades and Credits

"Given the purpose and objectives of this session, it would be helpful to know how and when you are currently accessing different types of data so we can relate this to ImpactTN."

Record on large chart paper and refer to it throughout the training

Types of Data	Student Demographics	Student Attendance & Discipline Data	State Standardized Assessments	Grades & Credits
How do you access the data?				
When is the data accessed & used?				

ImpactTN: Introductory Session

Introduction Cont'd

General Overview and Introduction to ImpactTN

- **What is ImpactTN?** ImpactTN is a web-based data visualization tool that displays students' data from a district's student information system (SIS) and other state data systems.

General overview of data and information included in ImpactTN and connect to what participants had identified (emphasize it is like a one-stop shop or executive summary of data). ?

District & School Specific Information	Data from SIS Vendor	Student Performance on State Standardized
<ul style="list-style-type: none"> □ Contact Information □ Administration □ District Characteristics □ Student Demographics □ Other Student Information □ Students by Programs and Levels □ School List □ Goal Planning □ Staff List □ Teacher List □ Students by Grade □ Student Lists 	<ul style="list-style-type: none"> □ School Demographic Information □ Individual Student Information □ Student Attendance □ Discipline □ Classroom Grades and Credits □ Grades below C □ Failing Class Grades □ Course Information 	<p>TCAP Assessment Performance</p> <ul style="list-style-type: none"> □ Mathematics □ Reading/Language Arts □ Science □ Social Studies <p>End-of-Course Performance</p> <ul style="list-style-type: none"> □ EOC – Algebra I, II, III □ EOC – English I, II, III □ EOC – Chemistry □ EOC – Biology I

- **Potential uses of ImpactTN** (related to what participants earlier identified)

Ask participants to brainstorm potential advantages of accessing the data in ImpactTN and uses of data from ImpactTN and share with a partner and large group.

Then identify other potential uses, such as:

- Monitor student performance and progress (attendance, behavior, grades, and state assessment results) at classroom, school, and/or district levels
- Identify at-risk and/or low-performing students and plan additional behavioral or instructional supports.
- Assist in data-based decision-making and continuous improvement
- Planning and setting goals

ImpactTN: Introductory Session

Facilitator Demonstrations:

(See Teacher Manual for additional information)

1. Accessing ImpactTN

- a. Demonstrate accessing ImpactTN via an internet browser
- b. Demonstrate and explain how to trouble shoot accessing ImpactTN

2. Navigating ImpactTN

- a. Demonstrate how to navigate among sections, tabs, and subtabs.
- b. Present overview of Navigation Bar and how to navigate from the home page to the other pages, the organization of all Sections, Overview of Tabs, and Subtabs.
- c. Share that teachers will only have access to information on students who they are currently assigned to.
- d. Share that school users (principals, counselors, and teachers) will only have access to teachers and students within their school.
- e. District administrators will have access to district information and to teachers and schools they are associated with.

3. Demonstrating using ImpactTN features and tools

- a. Demonstrate how to access Support Button for assistance.
- b. Demonstrate how to utilize the Teacher Home Page features and tools. (See Teacher Manual for more details)
 - i. Customize Views
 - ii. Dropdown Menus
 - iii. Testing Information Codes
 - iv. Metric Value Indicators
 - v. Program Designations
 - vi. Attendance/Discipline
 - vii. Grades/Transcripts
 - viii. Export, Support, & Print

ImpactTN: Introductory Session

Participant Engagements:

1. Access ImpactTN

- a. Have participants access ImpactTN
- b. Take note of any participants experiencing issues logging on to ImpactTN

2. Navigating ImpactTN

- a. Give participants initial opportunities to explore navigating ImpactTN with guidance and feedback.

3. Practice the following features:

(See Teacher Manual for more details)

- a. Exercise 1: Customize View
- b. Exercise 2: Change Data View
- c. Exercise 3: View a Student's Page
- d. Exercise 4: Create or Add to a Watch List

Additional Participant Engagement Activities:

Exercise on Sorting Lists

The sorting feature provides a user an opportunity to quickly view data by alphabetical order, ascending/descending order, alphabetical order, or type. Column headers throughout ImpactTN can be sorted. Sorting is a helpful tool to use as you can identify students according to the criteria you set.

- At any list, click on the white column headers (e.g. Student, Grade Level, etc.) to sort.
- The first click will sort in ascending order.
- The second click will provide you the data in descending order.

Exercise on Creating a Dynamic or Student Watch List

- Begin at Class homepage
- Click on “Customize View” button.
- Select “Create Dynamic List”
- Navigate between the tabs (e.g., student information, attendance and discipline, etc.) to set desired criteria (e.g., students with the poorest attendance)
- You can change the name of your list by clicking “Change Name”.
- Once you have completed setting filters and making revisions, click “Save” to store it.

ImpactTN Resources

Review Resources available and location (pass out copies of FAQs and Glossary)

- ImpactTN Demonstration Site and Guide
- Frequently Asked Questions
- Glossary of Terms

ImpactTN: Introductory Session

Reflection and Evaluation

Review what the introductory session has covered: In this session, we introduced ImpactTN, including its purposes, how it is organized, how to access and navigate it, and how to use its features and tools.

ImpactTN

- Delivers relevant, timely and actionable student data back to educators to continually improve performance.
- Is a “one stop shop” for student data –bringing together student information from multiple sources.
- Requires no additional data input.
- Is user friendly and accessible from any location.

Reflection Questions

- Clarify and respond to any additional questions and comments from participants
- Ask participants to strategize how they could apply ImpactTN in their districts and schools (connect their comments to what they first reported about the uses of data). Record if possible.
- Ask participants what they would like to learn next, take notes, and identify next steps

Complete Evaluation Forms

- Refer to evaluation form in this guide.

ImpactTN: Introductory Session

Mastery

Follow-up application activities for participants to access and navigate ImpactTN

Additional access, navigation, and features/tools activities and exercises

Exercise on Creating a Custom View

- ☐ Begin at the class homepage.
- ☐ Click on “Customize View” on the left.
- ☐ Click the “See More Data” button the left.
- ☐ Select the box below a metric to add it or deselect the box to remove it.
- ☐ Click “Save columns” button to retain this additional column in default class view before going forward.

Opportunities for continued learning

Describe the next session on ImpactTN: Using and Analyzing ImpactTN Data and when it will be scheduled

ImpactTN Training Evaluation Form

Name of Session:

Date:

Location:

Thank you for attending this session. It should take you no more than five minutes to provide us feedback about this event to help improve future training.

Please indicate your level of agreement with the following statements.

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The training met the stated purpose and objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The trainer was knowledgeable about ImpactTN.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The content was organized and easy to follow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The distributed materials were pertinent and useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Participation and interaction were encouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Adequate time was provided for questions and discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The quality of training was good.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I can envision myself using ImpactTN on a regular basis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I would recommend this training to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I believe ImpactTN can provide me with relevant, timely, and actionable data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. What follow-up activities and support would you recommend to enhance your use of ImpactTN?

12. Please list any additional comments or feedback you would like to provide about the training, including recommendations for improvement.

ImpactTN: Train-the-Trainers - Session One - Introductory Agenda

Time	Activity
9:00 am – 9:05 am	Welcome/Introductions
9:05 am – 9:40 am	Objectives/Norms/Agenda/Background Activity
9:40 am – 10:00 am	Demonstration of ImpactTN: Accessing ImpactTN/Navigating Teacher Page
10:00 am – 10:20 am	Demonstration of ImpactTN: Dropdown Menu
10:20 am – 10:35 am	Fifteen Minute Break
10:35 am – 10:55 am	Demonstration: Teacher Landing Page
10:55 am – 11:10 am	Participant Engagement: Teacher Manual Exercise 1 Customize View
11:10 am – 11:20 am	Participant Engagement: Teacher Manual Exercise 2 Change Data View
11:20 am – 11:30 am	Summary - Share Out Activity
11:30 am – 12:45 pm	Lunch Break
12:45 pm – 1:20 pm	Participant Engagement: Teacher Manual Exercise 3: View a Student's Page
1:20 pm – 1:40 pm	Participant Engagement: Teacher Manual Exercise 4: Create or Add to a Watch List
1:40 pm – 1:55 pm	Think, Pair, & Share Activity
1:55 pm – 2:10 pm	Closing: Summary, Reflection Questions, Resources, & Next Sessions
2:10 pm – 2:15 pm	Evaluation
2:15 pm – 2:30 pm	Mastery – Follow-Up Activity Reminder – Next Sessions

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